



# ENGLISH LANGUAGE ARTS

## ARIZONA ACADEMIC CONTENT STANDARDS

**Reading and Writing Standards  
for Literacy in History/Social  
Studies, Science, and Technical  
Subjects 9-12**

Approved by the Arizona State Board of Education  
June 28, 2010

## Reading Standards for Literacy in History/Social Studies 9-12

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Grade 9-10 students:	Grade 11-12 students:
<b>Key Ideas and Details</b>	
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <b>(9-10.RH.1)</b>	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <b>(11-12.RH.1)</b>
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <b>(9-10.RH.2)</b>	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <b>(11-12.RH.2)</b>
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <b>(9-10.RH.3)</b>	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <b>(11-12.RH.3)</b>
<b>Craft and Structure</b>	
3. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <b>(9-10.RH.4)</b>	3. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <b>(11-12.RH.4)</b>
4. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. <b>(9-10.RH.5)</b>	4. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. <b>(11-12.RH.5)</b>
5. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <b>(9-10.RH.6)</b>	5. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <b>(11-12.RH.6)</b>

Grade 9-10 students:	Grade 11-12 students:
<b>Integration of Knowledge and Ideas</b>	
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. <b>(9-10.RH.7)</b>	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <b>(11-12.RH.7)</b>
8. Assess the extent to which the reasoning and evidence in a text support the author's claims. <b>(9-10.RH.8)</b>	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. <b>(11-12.RH.8)</b>
9. Compare and contrast treatments of the same topic in several primary and secondary sources. <b>(9-10.RH.9)</b>	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <b>(11-12.RH.9)</b>
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. <b>(9-10.RH.10)</b>	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. <b>(11-12.RH.10)</b>

# Reading Standards for Literacy in Science and Technical Subjects 9-12

Grade 9-10 students:	Grade 11-12 students:
<b>Key Ideas and Details</b>	
1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <b>(9-10.RST.1)</b>	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <b>(11-12.RST.1)</b>
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <b>(9-10.RST.2)</b>	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. <b>(11-12.RST.2)</b>
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. <b>(9-10.RST.3)</b>	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. <b>(11-12.RST.3)</b>
<b>Craft and Structure</b>	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> . <b>(9-10.RST.4)</b>	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> . <b>(11-12.RST.4)</b>
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i> ). <b>(9-10.RST.5.)</b>	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <b>(11-12.RST.5.)</b>
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. <b>(9-10.RST.6)</b>	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. <b>(11-12.RST.6)</b>
<b>Integration of Knowledge and Ideas</b>	
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <b>(9-10.RST.7)</b>	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. <b>(11-12.RST.7)</b>

8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. **(9-10.RST.8)**

9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **(9-10.RST.9)**

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**Range of Reading and Level of Text Complexity**

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. **(9-10.RST.10)**

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **(11-12.RST.8)**

9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **(11-12.RST.9)**

10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. **(11-12.RST.10)**

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# College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Note on range and content

### of student writing

*To build a foundation for college and career readiness, students need to use writing as a tool for learning and communicating to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grade 9-10 students:	Grade 11-12 students:
Text Types and Purposes	
<ol style="list-style-type: none"><li>1. Write arguments focused on <i>discipline-specific content</i>.<ol style="list-style-type: none"><li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li><li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li><li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from or supports the argument presented. <b>(9-10.WHST.)</b></li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Write arguments focused on <i>discipline-specific content</i>.<ol style="list-style-type: none"><li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li><li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li><li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from or supports the argument presented. <b>(11-12.WHST.1)</b></li></ol></li></ol>

**Grade 9-10 students:**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **(9-10.WHST.2)**

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3. (See note; not applicable as a separate requirement) **(9-10.WHST.3)**

**Grade 11-12 students:**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). **(11-12.WHST.2)**

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3. (See note; not applicable as a separate requirement) **(11-12.WHST.3)**



**Grade 9-10 students:****Grade 11-12 students:**

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments

and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of

historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(9-10.WHST.4)**

a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience **(AZ.9-10.WHST.4)**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **(WHST.9-10.5)**

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **(9-10.WHST.6)**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(11-12.WHST.4)**

a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. **(AZ.11-12.WHST.4)**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **(11-12.WHST.5)**

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **(11-12.WHST.6)**

**Grade 9-10 students:****Grade 11-12 students:****Research to Build and Present Knowledge**

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| <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>(9-10.WHST.7)</b></p> <hr/> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <b>(9-10.WHST.8)</b></p> <hr/> <p>9. Draw evidence from informational texts to support analysis, reflection, and research. <b>(9-10.WHST.9)</b></p> | <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>(11-12.WHST.7)</b></p> <hr/> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <b>(11-12.WHST.8)</b></p> <hr/> <p>9. Draw evidence from informational texts to support analysis, reflection, and research. <b>(11-12.WHST.9)</b></p> |
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**Range of Writing**

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| <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>(9-10.WHST.10)</b></p> | <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>(11-12.WHST.10)</b></p> |
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